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ABSTRACT

Essex County College identified 758 freshmen as having enrolled for the fall 1976 semester but not for the winter 1977 semester, indicating an attrition rate of 33.6%. Approximately 181 or 23.87% of this population responded to a questionnaire seeking demographic, educational and personal orientation information. Results showed the attrition rate to be similar to the previous year's and the characteristics of the respondents to be as follows: 58% first-time enrollees, 87% residents of Essex County, 49.2% single, 33% married, 69.6% high school graduates, 11.6% non-high school graduates, and 7.7% holders of a General Education Diploma. Respondents were between 17-28 years old and preponderantly of minority racial or ethnic origin. Findings present the non-returning freshman as an individual with definite and positive reasons for attending college, who either wants to earn a degree or to prepare for a job, who is satisfied with his level of awareness and motivation but less satisfied with his scholarship and ability to study, and who cites financial or family problems for not continuing. Counseling assistance prior to dropping out, employment situations, preparation for present position and future study, and assessment of college environment are also discussed. The text is supplemented with 41 tables. (LH)

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STUDY OF ATTRITION: NON-RETURNING FRESHMEN FOR 1976-77

Robert L. McMillan
Coordinator of Research

JC 780 015

Essex County College
October, 1977

SUMMARY OF FINDINGS FOR

ATTRITION 1976-77

Seven hundred fifty-eight freshmen were identified in February 1977 as being enrolled for the fall of 1976 but did not register for the winter semester of 1977. The "Student Interview Questionnaire" was mailed to them during the last week of February. A follow-up mailing was completed during the last week of March. Approximately 181 or 23.87% returned the questionnaire: 104 new students and 77 returning students.

The attrition rate was determined by comparing the number of non-returning freshmen with the total freshman enrollment for the fall after controlling for the following: (1) age, students over age 50 were excluded, (2) questionnaires returned for mid-year transfers were eliminated, and (3) students completing credits for graduation by the end of the fall semester (75) credits were excluded.

Results

The attrition rate for the 1976-77 freshman class was 33.6% which is approximately the same as that of the previous year for the total population (33.4%). Approximately 87% of the non-returning freshmen were residents of Essex County; slightly more than half (58%) were first-time enrollees for the fall semester; and the others (42%)

were first-time enrollees for the spring/summer terms. Forty-nine point two percent were single; 33% were married; and the others were either separated, divorced or did not respond. Sixty-three percent of the respondents were single.

By ethnic group, the statistics were as follows: 79% black, 30.4% white, 3.9% Spanish-surname, 2.2% Asian, 1.7% American Indian and 17.7% did not respond to the question. Sixty-nine point six percent were high school graduates; 11.6% were non-high school graduates; 7.7% had earned the GED; and 11% did not respond. Most of the respondents were between the ages of 17-28 (see Table 9); and credits attempts were generally in the 3, 6-9 or 10-12 category.

All things considered, the findings of the survey appear to contradict the stereotyped image of the non-returning freshman as being a student on the verge of failing all classes and experiencing a good deal of frustration. Likewise, the assumption that the non-returning freshman lacks goal commitment was not confirmed by this study. Instead, what did emerge was a tendency to express a definite and positive reason for attending the college; and even though they stopped for one semester, the respondents expressed a desire to continue their education in one form or another.

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INTRODUCTION

Attrition studies conducted by this office since 1975 have shown repeatedly that freshmen who do not return to the college for the second semester are as highly motivated (as defined by the Academic Motivation Score on the Comparative Guidance and Placement Test) as persisting freshmen. Other researchers have reported similar results, and they have identified underachievers as students who have potential for success but who fail to measure up to that potential (Dickenson and Traux 1966; Gilbreath 1967; Spielberger and Seitz 1964; Valin 1976).

Historically, attrition has been assumed to be directly related to academic difficulty, and the research has tended to support the conjecture. Many students who fail to return to college after the first semester do have low standardized test scores, grade point averages, and are more often than not students who were ranked at the bottom of their high school classes (Sewell and Shah 1967; Sewell and Wegner 1970; Blanchfield 1971; Chase 1970; Lawhorn 1971; Smith 1971; Chase and Johnson 1977). One cannot conclude, however, that academic ability is the only reason for attrition. Summerskill (1962) suggested that approximately one-third of college dropouts are due to academic difficulty. Similarly, Ikenberry (1961) found intellectual factors to be powerful discriminants, but they did not produce a clear dichotomy

of high-ability persisters and low-ability dropouts. On the other hand, institutional characteristics (Peterson 1967; Johnson 1970; Hannah 1971) have been shown to be related to college attrition.

Since the limitations of traditional measures have been established, many college and university researchers have begun to explore the feasibility of using noncognitive criteria in multivariate analyses of the attrition phenomenon. One approach that has merit was recently completed by the Center for Human Resource Research at Ohio State University (Kohen, Nestel and Karmas 1976). Essentially, archival data collected on 1,200 men by the National Longitudinal Surveys of Labor Force Experience were used to explore college persistence as a sequential process. Multiple regression analysis was used with the following variables as predictors of dropping out: family background, ability, high school curriculum, receipt of scholarships, age, race, marital status, enrollment status, employment status, and type of college (two-year or four-year).

The data were analyzed sequentially such that the probability of completing the freshmen year in a 12 or 24 month period was calculated and the probability of finishing the sophomore year in the same period was calculated. Completion of a high school curriculum designed to prepare students for college affected only completion of the first year. The contribution of precollege measured ability declined after the second year. Working between half- and full-time contributed even more to attrition at freshmen and sophomore levels than did working full-time. The two-year college subjects, even after subsequently transferring to four-year colleges, were more likely to drop out at

every level while scholarship receipt resulted in higher persistence.

Cohen and Brawer (1970) maintain that the attrition issue is tied to the larger question of student characteristics in general and that two-year colleges have traditionally been described as being extremely heterogeneous institutions. They, however, report that examinations of two-year college students do not appear to support a general description of heterogeneity. Just as the highly diversified nature of students in four-year institutions does not yield a "typical" portrait; an accurate picture cannot yet be drawn of the typical two-year college student.

Background

There has been a tendency for higher education to explore alternative procedures for assessing attrition. This study also represents an attempt to examine it from a nontraditional approach. Previous studies conducted by the college (Attrition 1975, 1976) used a combination of quasi-experimental and descriptive approaches with some degree of success; however, the attempts to predict who would become an attrition statistic were not productive. On the other hand, the questionnaire used in the 1975-76 study was found to be helpful in generating information in the affective area. Thus, it was continued with this year's non-returning freshmen.

Method

Seven hundred fifty-eight freshmen were identified in February 1977 as being enrolled for the fall of 1976 but did not register for the

winter semester of 1977. The "Student Interview Questionnaire" was mailed to them during the last week of February. A follow-up mailing was completed during the last week of March. Approximately 181 or 23.87% returned the questionnaire: 104 new students and 77 returning students.*

The Instrument

The Student Interview Questionnaire (SIQ) is a 46-item inventory developed by the researcher. The first part covers the usual demographic areas found on most survey instruments; part two consists of 13 statements followed by a series of forced choice responses; and the final section of the questionnaire is a Likert-type scale that attempts to assess attitudes. Respondents are asked to choose one of five responses ranging from "very satisfied" (4) to "no basis for opinion" (0).

Analysis

All responses were coded and transferred to keypunch advice for processing by the Statistical Package for the Social Sciences (SPSS). Frequency distributions were calculated for parts 1 and 2 of the questionnaire by new and returning student. Part 3 (attitudinal) was crosstabulated by new and returning student while controlling for sex.

The attrition rate was determined by comparing the number of non-returning freshmen with the total freshman enrollment for the fall after

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*Although the tables are labeled new and returning students, all of the respondents were freshmen in the fall of 1976. If the respondents enrolled for the first time during either the spring or summer semester of 1976, they were classified as returning; first time enrolled for the fall of 1976 were classified as new.

controlling for the following: (1) age, students over age 50 were excluded, (2) questionnaires returned for mid-year transfers were eliminated, and (3) students completing credits for graduation by the end of the fall semester (75) credits were excluded.

Results

The attrition rate for the 1976-77 freshman class was 33.6% which is approximately the same as that of the previous year for the total population (33.4%). Approximately 87% of the non-returning freshmen were residents of Essex County; slightly more than half (58%) were first-time enrollees for the fall semester; and the others (42%) were first-time enrollees for the spring/summer terms. Forty-nine point two percent were single; 33% were married; and the others were either separated, divorced or did not respond. Sixty-three percent of the respondents were single.

By ethnic group, the statistics were as follows: 79% black, 30.4% white, 3.9% Spanish-surname, 2.2% Asian, 1.7% American Indian and 17.7% did not respond to the question. Sixty-nine point six percent were high school graduates; 11.6% were non-high school graduates; 7.7% had earned the GED; and 11% did not respond. Most of the respondents were between the ages of 17-28 (see Table 9); and credits attempted were generally in the 3, 6-9 or 10-12 category. Table 10 shows the results.

Table 1 seems to be consistent with the academic plans of "between semester" attrition students in general. That is, the majority of the freshmen reported that they wanted to earn the Associate Degree (24.3%) or prepare for a job (22.1%). The pattern is similar for

first-time fall freshmen as it is for first time spring/summer freshmen. Another interesting point about this table is that only two respondents indicated that they did not have a specific objective in attending the college.

Table 1

Objective in Attending Essex County College

Category Label	Total N	Total %	New N	New %	Returning N	Returning %
To earn an associate degree	44	24.3	22	21.2	22	28.6
Earn credits to transfer to another college	32	17.7	18	17.3	14	18.2
Personal enrichment	22	12.2	16	15.4	6	7.7
Prepare for a job	40	22.1	26	25.0	14	18.2
Upgrading on job	24	13.3	10	9.6	14	18.2
No specific objective	2	1.1	2	1.9	0	0
No response	17	9.4	10	9.6	7	9.1
Total	181	100	104		77	100

Although a high percentage chose not to respond to the question asking for their reason for not returning, "Family Problems" (11.6%) and "Financial" (11%) were reported more often than any of the other responses. This, too, remains consistent by subgroup. Unlike the skeptician reported by Hahn (1974), "Dropouts seldom state their real reasons anyway, preferring in many cases to resort to one so simple,

and compelling, that even we can accept it without probing," previous research conducted by this office would indicate that there is some validity to the reasons given here for not returning. See Table 2.

Table 2

Reason for Not Returning

Category Label	Total N	Total %	New N	New %	Returning N	Returning %
Illness	16	8.8	6	5.8	10	13.0
Disappointed with program	6	3.3	5	4.8	1	1.3
Family problems	21	11.6	12	11.5	9	11.7
Lost interest in school	3	1.7	2	1.9	1	1.3
To attend another college	10	5.5	6	5.8	4	5.2
For employment	4	2.2	2	1.9	2	2.6
Completed objective	8	4.4	7	6.7	1	1.3
Dismissal	1	.6	1	1.0	0	0
Change of residence	1	.6	1	1.0	0	0
Financial	20	11.0	12	11.5	8	10.4
No Response	91	52.3	52	48.1	41	53.2
Total	181	100	104	100	77	100

Table 3 shows that approximately one-fourth of the first-time fall and slightly more than half of the first-time spring/summer respondents plan to return to the college within one semester (next

semester). A fairly high percentage (16.3%) fall and 13% of the spring/summer freshmen plan to complete the degree at another college. Although no mid-year transfers were included in this survey, the intent as reported here is considerably less than the figures for actual transfers.

Table 3

Plans for Continuing Education

Category Label	Total N	Total %	New N	New %	Returning N	Returning %
Return next semester	69	38.1	29	27.9	40	51.9
Return next year	10	5.5	7	6.7	3	3.9
Return sometime in future	26	14.4	21	20.2	5	6.5
Completed degree at another college	27	14.9	17	16.3	10	13.0
Uncertain about future college plans	20	11.0	11	10.6	9	11.7
No interested in further college	3	1.7	3	2.9	0	0
Other	4	2.2	3	2.9	1	1.3
No response	22	12.2	13	12.5	9	11.7
Total	181	100	104	100	77	100

Most of the respondents were not involved in some form of study at the time of the survey. Very few were receiving in-service or on the job training while away from the college, and fewer still were studying

for either a certificate or license. On the other hand, 13.5% of the fall and 10.4% of the spring/winter freshmen indicated that they were enrolled part-time in a program leading to a degree. These statistics are questionable since only 10 respondents stated their reason for not returning (Table 2) was to attend another college. Table 4 shows the results.

Table 4

Are You Currently Involved in Some Form of Study

	Total		New		Returning	
Category Label	N	%	N	%	N	%
Not studying	54	29.8	37	35.6	17	22.1
In-service on the job training	11	6.1	3	2.9	8	10.4
Studying for certificate and/ or license	10	5.5	8	7.7	2	2.5
Part-time in program leading to a degree	22	12.2	14	13.5	8	10.4
Full-time in program leading to a degree	17	9.4	9	8.7	8	10.4
Informal program	35	19.3	18	17.3	17	22.1
No response	32	17.7	15	14.3	17	22.1
Total	181	100	104	100	77	100

Table 5, academic status, shows that 33.1% of the respondents maintained either a "C" or "D" average; 34.8% were either an "A" or "B" student; 6.6% indicated that they were on probation; and only 1.7% reported that they could not attend class.

Table 5

Academic Status at ECC

Category Label	Total N	Total %	New N	New %	Returning N	Returning %
On probation	12	6.6	8	7.7	4	5.2
Could not attend class	3	1.7	1	1.0	2	2.6
An "A" student	22	12.2	9	8.7	13	16.9
A "B" student	41	22.7	26	25.0	15	19.5
A "C" student	37	20.4	19	18.3	18	23.4
A "D" student	23	12.7	15	14.3	8	10.3
No response	43	23.8	26	25.0	17	22.1
Total	181	100	104	100	77	100

Although the Independent Study Program has been on-going college service, over 70% of the respondents reported that they either knew nothing about the program or did not respond to the question. See Table 6.

Table 6

Did You Ask About Independent Study Courses?

Category Label	Total N	Total %	New N	New %	Returning N	Returning %
Considered it but did not use it	11	6.1	8	7.7	3	3.9
Considered it but could not use it	7	3.9	4	3.8	3	3.9
Did not know that it could be used that way	26	14.4	12	11.5	14	18.2
Knew nothing about the program	75	41.4	48	46.2	27	39.1
Other reasons	9	5.0	5	4.8	4	5.2
No response	53	29.3	27	26.0	26	33.7
Total	101	100	104	100	77	100

For those respondents who sought assistance before leaving the college, only 11.6% reported seeing a counselor while 79% chose not to respond. On the other hand, the respondents who sought assistance and answered the question rated it at least helpful. See Tables 7 and 8.

Table 7

If Yes, With Whom Did You Talk?

	Total		New		Returning	
Category Label	N	%	N	%	N	%
Counselor	21	11.6	10	9.6	11	14.3
Advisor	5	2.8	1	1.0	4	5.2
Financial Aid Officer	5	2.8	2	1.9	3	3.9
Faculty member	2	1.7	2	1.9	1	1.3
Admissions Officer	1	.6	1	1.0	0	0
Another student	2	1.1	1	1.0	1	1.3
Other	1	.6	0	0	1	1.3
No response	143	79.0	87	83.6	56	72.7
Total	181	100	104	100	77	100

Table 8

The Assistance I Received Was:

	Total		New		Returning	
Category Label	N	%	N	%	N	%
Extremely helpful	8	4.4	5	4.8	3	3.9
Very helpful	18	9.9	9	8.7	9	11.7
Helpful	22	12.2	8	7.7	14	18.2
Not helpful	12	6.6	8	7.7	4	5.2
A waste of time	5	2.8	3	2.9	2	2.6
No response	116	64.1	71	68.2	45	58.4
Total	181	100	104	100	77	100

Results for Part II

Approximately 65% of the respondents indicated that counseling was not encouraged before they left as opposed to 12% who indicated that it was encouraged. The high negative response for this question is misleading for two reasons: (1) the typical non-returning freshman is one who stops attending classes prior to mid-term and therefore would not likely have asked for assistance anyway, and (2) the student who did seek assistance had probably visited the Counseling and Career Development Center before making the decision to leave the college. See Tables 11 and 12.

Considering the data represented by the two previous tables, the responses reported in Table 13 are about what one would expect. That is, non-returning students not only do not usually seek counseling assistance prior to leaving the college; moreover, they are reluctant to discuss problems that may be contributing to their not continuing. Likewise, the research on self-disclosure for minority students (Jourard 1971) suggests that black females disclose very little about themselves and black males disclose even less. Most of the respondents in this survey were black.

Table 14 shows that slightly more of the fall freshmen (47%) than the spring/summer (42%) were working full-time during the fall semester; yet, a surprisingly high percentage of both fall and spring/winter students were not working at all during the fall semester (33% and 37% respectively). This is a surprise because we expected fewer students who were not working to become attrition statistics. A little

more than 10% of the respondents were working part-time outside of the college and even fewer (less than 5%) were working part-time within the college.

During the winter semester, 53% of the fall and 45% of the spring/summer respondents were working full-time compared to approximately 10% who were not working and not seeking a position. Considering Table 2 as the criterion, the full-time work pattern here is about what was expected. That is, students frequently drop out of college for one or two semesters because of financial need whether or not they are two-year, four-year or university students: Essex's freshmen exceeded the two-year national norm for financial need (Astin, King and Richardson, 1977). Approximately 12% more of the spring/summer freshmen than the fall group were not working but were seeking a position. See Table 15.

In terms of preparation for the world of work, approximately 29% of the respondents indicated that their course of study prepared them well for their present position while 41% of the fall and 34% of the spring/summer group reported that their preparation was unrelated to their present position. It should be emphasized, however, that first-year students do not normally get either the courses or technical training that would prepare them for a job. Therefore, the results reported here are not unusual. Table 16 shows the results.

On the other hand, one would expect the preparation received in one or two semesters at the college to be related to the student's future education, and Table 17 suggests that the expectation was confirmed. Only 20% of the respondents indicated that the preparation was unrelated to their future education while approximately 29% reported that the college prepared them well.

Table 9

STUDENT AGE

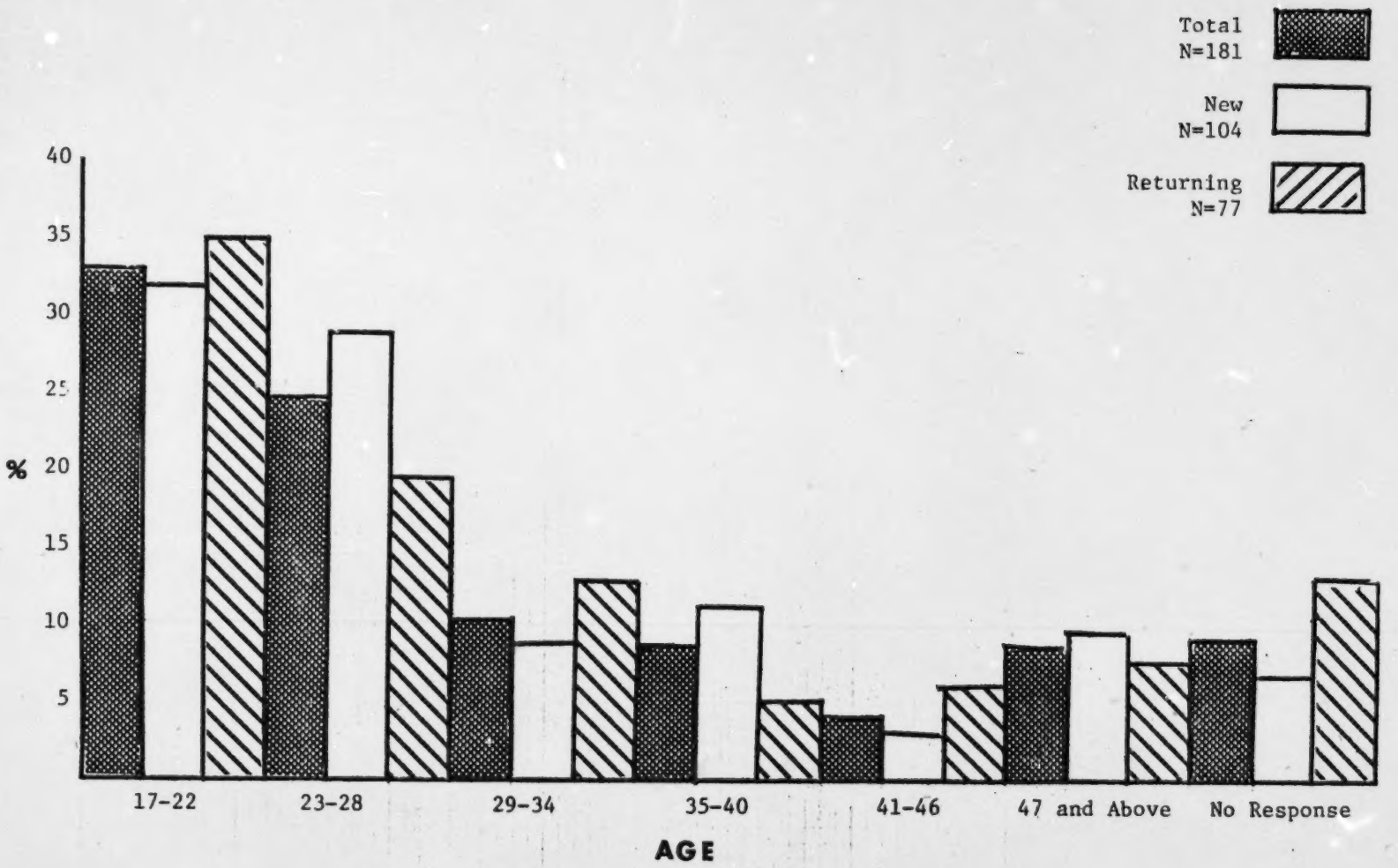


Table **10**

CREDITS ATTEMPTED

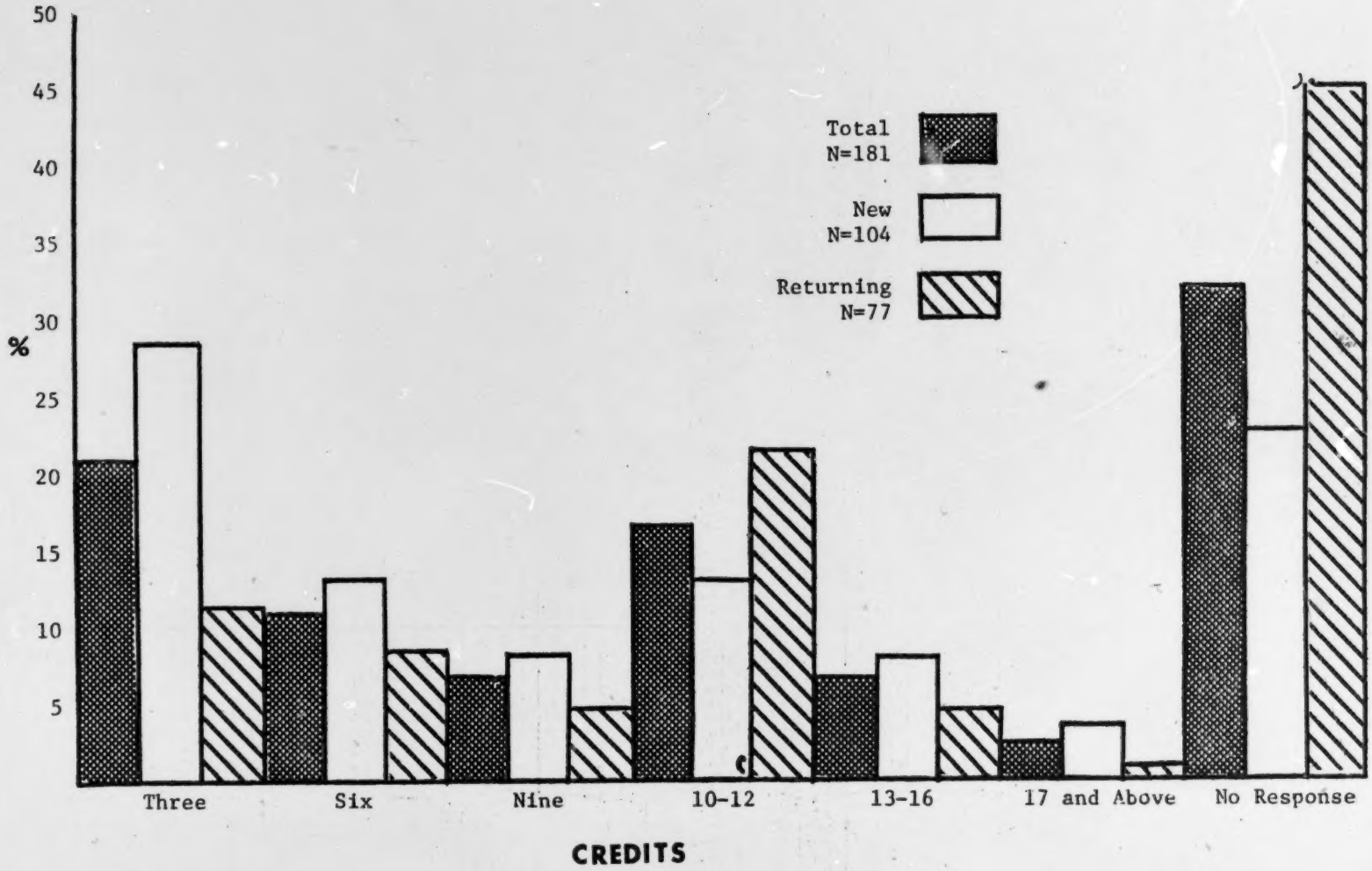


Table 11

WAS COUNSELING ENCOURAGED ?

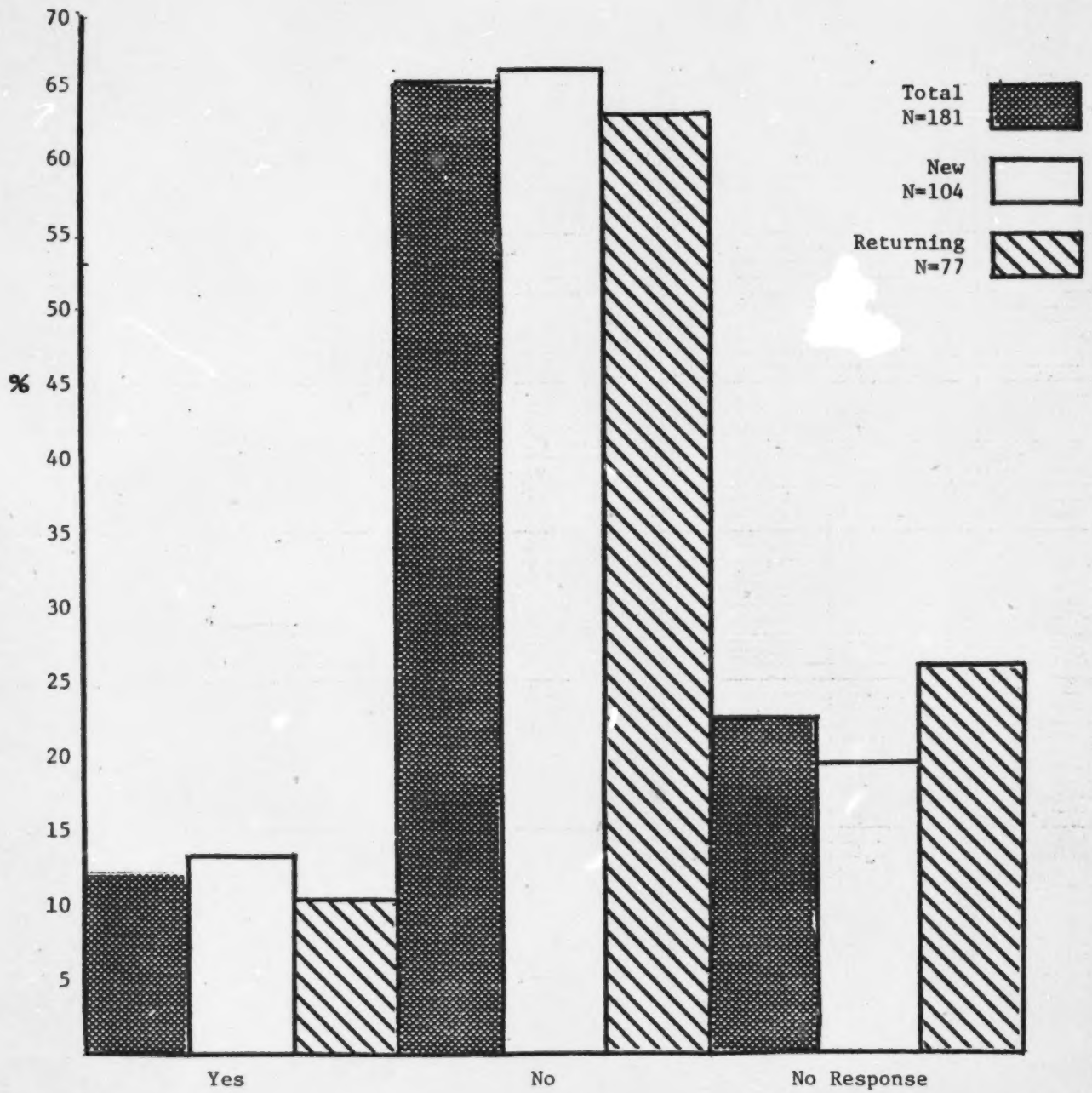


Table 12

DID YOU SEEK COUNSELING ?

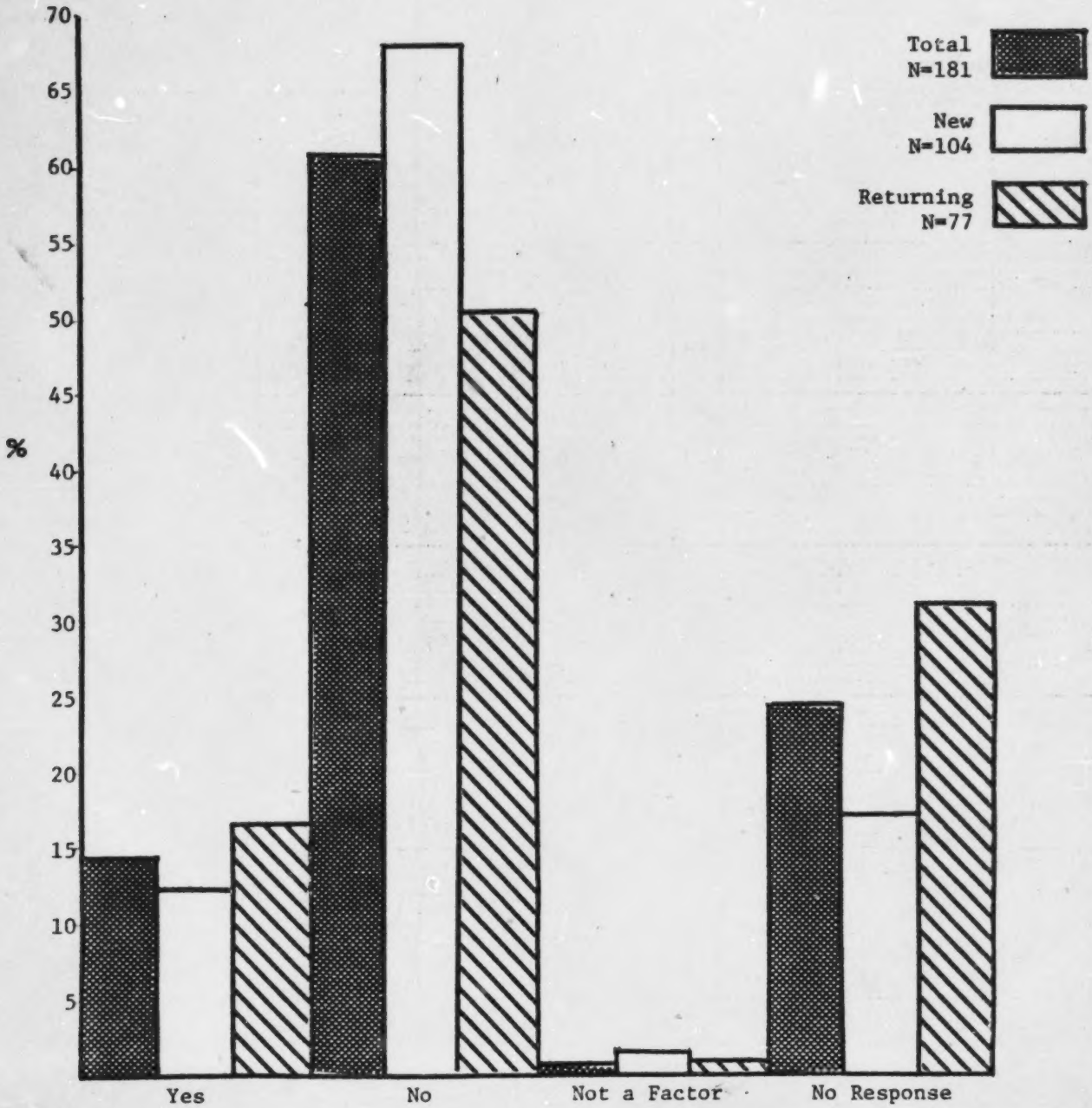


Table 13

PROBLEMS DISCUSSED ?

Table 14

EMPLOYMENT SITUATION.
LAST SEMESTER

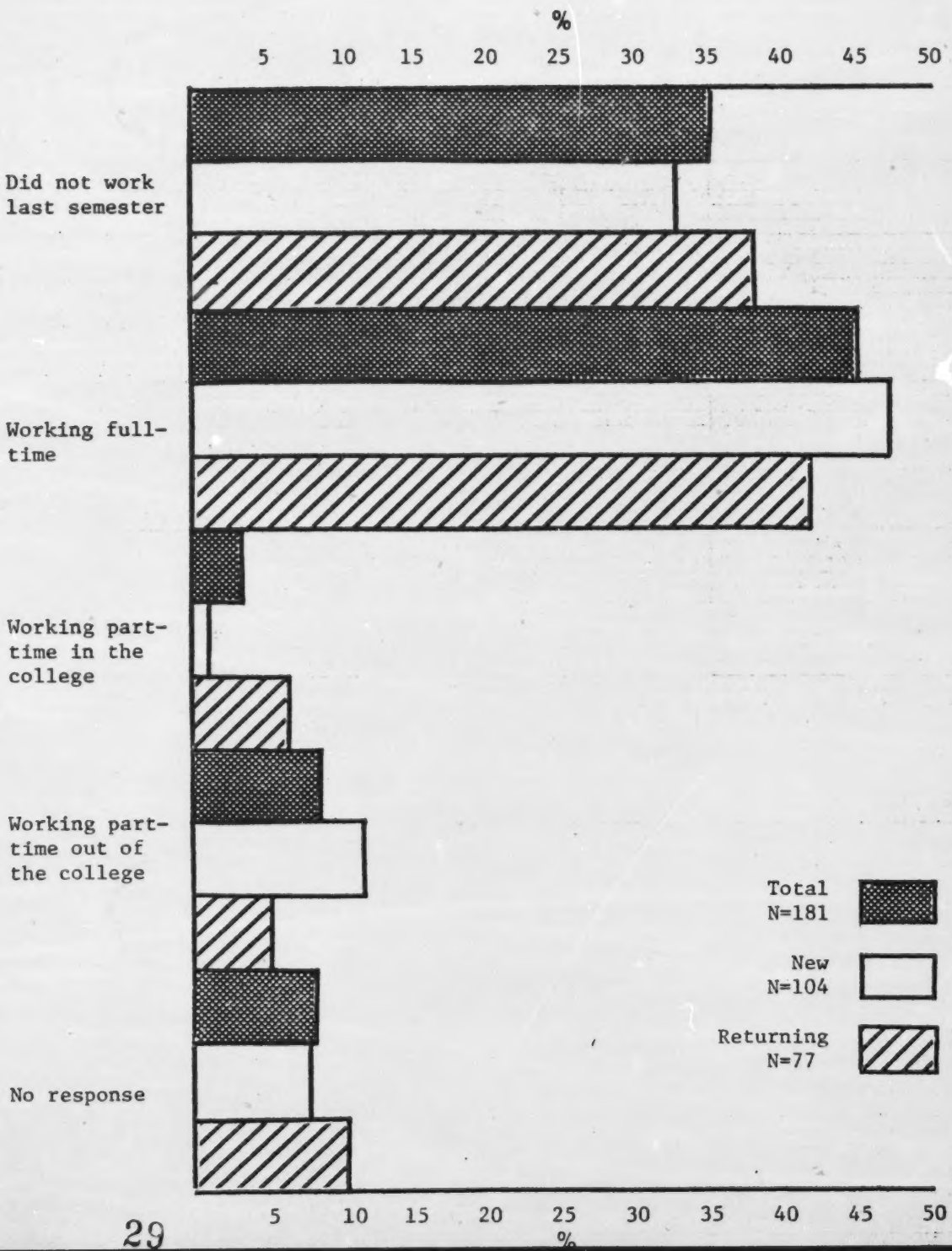

%
5 10 15 20 25 30 35 40 45 50
Did not work last semester
Working full-time
Working part-time in the college
Working part-time out of the college
No response
Total N=181
New N=104
Returning N=77
5 10 15 20 25 30 35 40 45 50
%

Table 15

PRESENT EMPLOYMENT SITUATION

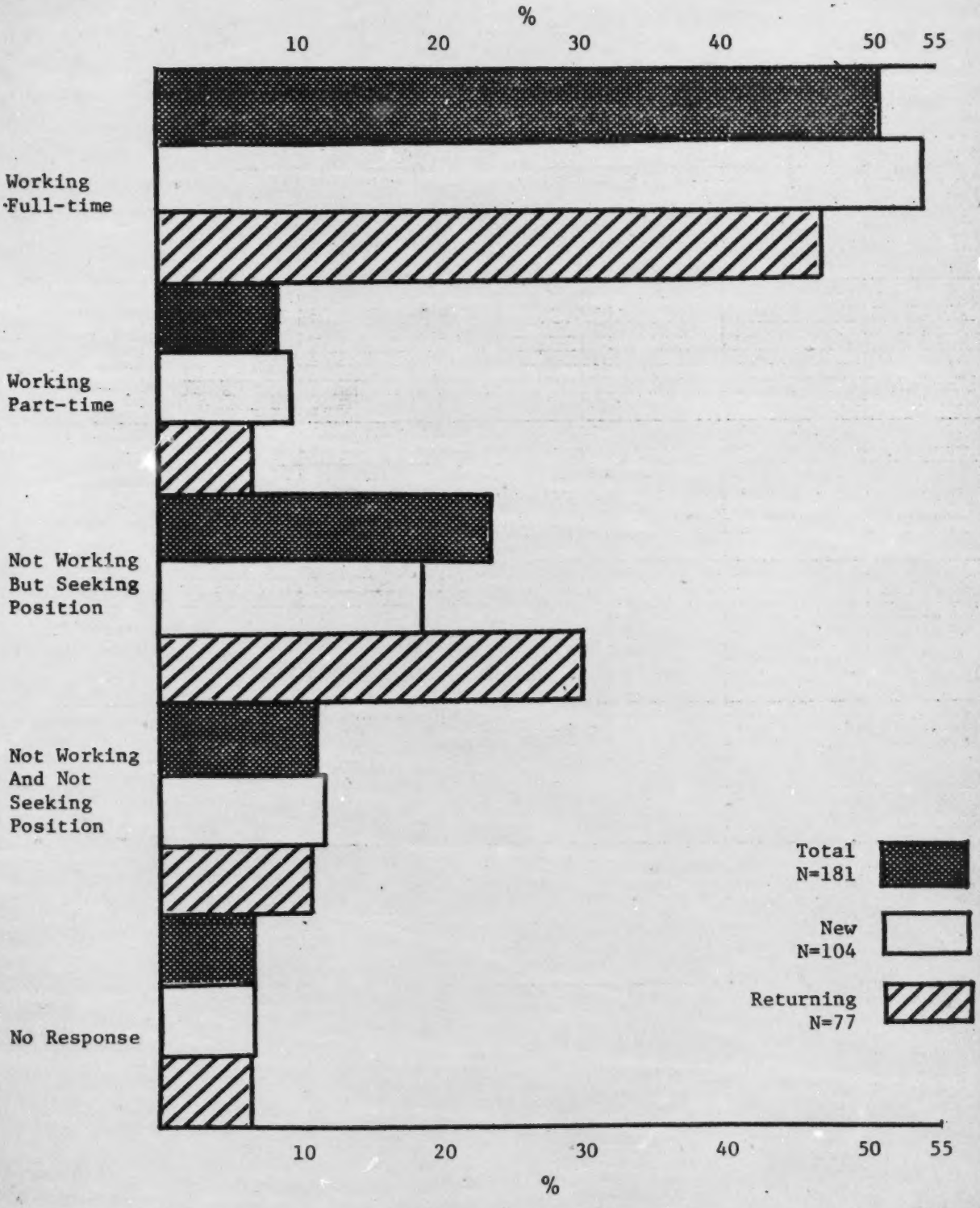


Table 16

'PREPERATION FOR

PRESENT POSITION

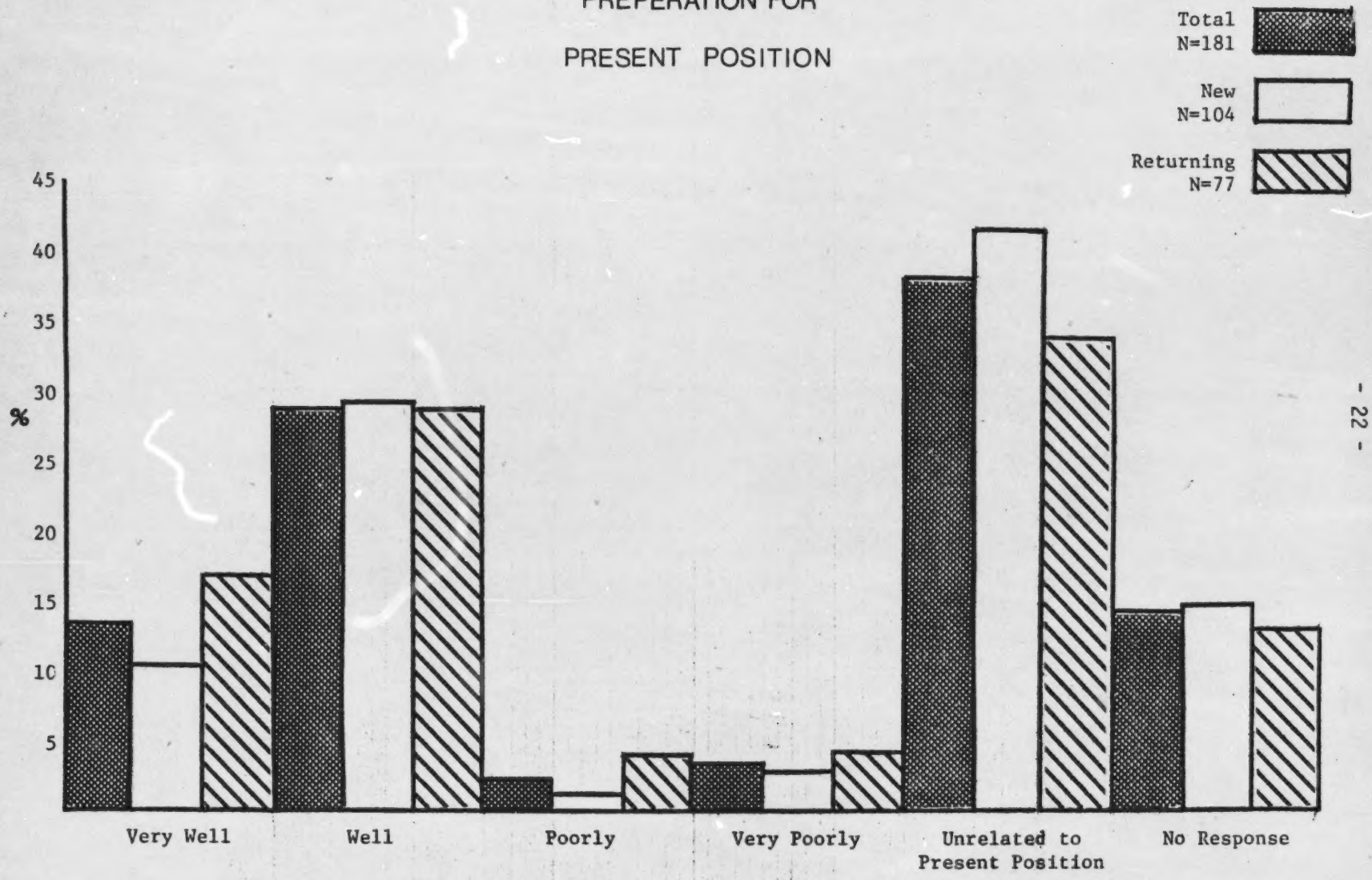
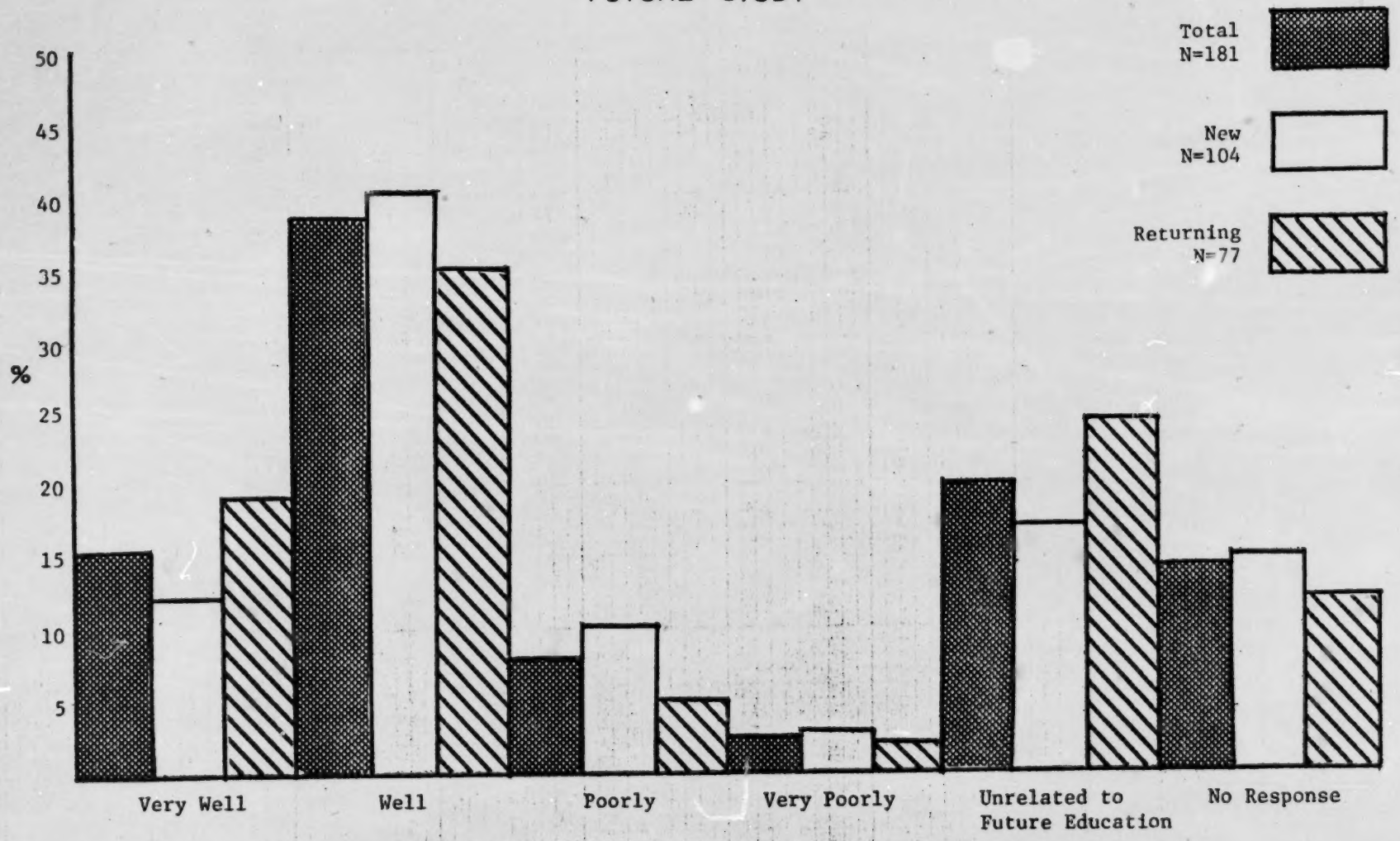


Table 17

PREPERATATION FOR
FUTURE STUDY



Results for Part III

A number of non-cognitive components that are assumed to be related to college attrition have been identified by researchers in recent years. Similar to the proliferation of statistical techniques available for studying attrition, these non-cognitive models may range from adaptations of orthodox psychoanalysis to the other extreme of classical conditioning. Even Durkheim's Theory of Suicide has been applied to dropout behavior. For this section of the study, however, two areas were considered: (1) the respondents' assessment of the college environment and (2) the respondents' personal orientation.

Environmental Assessment

The respondents were most satisfied with the following areas of the college: (1) classroom instruction, (2) classroom facilities and equipment, (3) student facilities and equipment, (4) entrance testing, and (5) developmental course offerings.

It is certainly no surprise that the areas with the highest ratings (satisfied and very satisfied combined) were the ones to which students have direct contact, and that pattern would probably be found on most other college campuses especially those with a relatively modern physical plant. Although developmental course offerings trailed the others in terms of combined ratings, the data would suggest that the respondents perceived them as belonging among the top third of the group variables assessed.

The respondents were most dissatisfied with the registration procedure, but that reaction is not uncommon for college and university

students regardless of academic status. Students naturally criticize registration; however, the respondents were somewhat ambiguous in their assessment: approximately 60% of the males and 31% of the females for fall indicated that they were satisfied with the procedure. Three other areas were assessed "very dissatisfied" or "dissatisfied." In order of rank, they were: vocational/career counseling; admissions procedure; and student orientation.

Personal Orientation

Ratings of either "satisfied" or "very satisfied" for the following areas were relatively distinct: level of awareness (63.9%); level of motivation (61.5%); level of persistence (59.1%). By distinct is meant that a satisfactory rating for each of the areas was accompanied by an equally low rating on the "dissatisfied" or "very dissatisfied" response scale. On the other hand, "ability to use time wisely" and "ability to meet college deadlines" were responded to ambiguously. That is, a relatively high percentage rated their performance "satisfactory" and another equally high percentage rated their performance "unsatisfactory."

One explanation for the inconsistency may be attributed to the way the statements were interpreted. "Meeting deadlines" may not have meant the same to all of the respondents. Likewise, using time wisely could have been perceived differently depending upon the respondent's frame of reference. Another possibility for the ambiguity could have been fatigue; it is ironic that these items were the last two on the questionnaire.

Discussion

The low return rate for the questionnaire raises considerable question as to the validity of the information received from the survey. Although the respondents approximate the total student population on demographic and basic classification variables, i.e., age, sex, admission status, etc., a non-response bias may be involved in the findings. Therefore, one should be very careful not to generalize beyond the sample studied. Nevertheless, the observations that follow emerged from the analysis.

The results for this survey of non-returning freshmen demonstrate why it is difficult to define attrition with a high degree of certainty. It is even more difficult to develop a profile of the attrition student that would be consistent over time; consequently, the model that can predict who will become an attrition statistic has not yet been perfected and may never be for at least two reasons: (1) college populations, especially freshmen, undergo changes in proportion to changes in society as a whole, and (2) even if all external factors could be held constant, the diversity of individual behavior would probably invalidate the statistics.

For this study, attrition was defined as the percentage of the freshman population that was registered for the fall semester but did not return for the winter semester after controlling for age, mid-year transfers and credit completion for graduation. The 33.6% attrition rate for this year's freshman class is almost identical to that for the entire population last year, and the reasons given for not

returning to the college are similar also: financial and family problems.

It is important to note that most of the students who attend the college support themselves and, therefore, have to work either full- or part-time. Although most of the students who did not return for the winter semester were between the ages of 17-28, many of them have family responsibilities that include but are not limited to a husband, wife and child. Relatives and, to some degree, friends and/or significant others also make up the family constellation.

The data would suggest that the respondents were about evenly divided in their objectives: to earn a degree and to prepare for a job. This finding seems to be consistent with the pragmatic approach to higher education generally found among college and university students today. Unlike the '60's when the sine quo non for relevance was campus protest; students of the '70's appear to measure the value of a college education in terms of its utility. The objectives identified here would certainly fall into the latter category especially when Table 3 reveals that only 14% of the respondents were either uncertain about future college plans of, on the more negative side, were not interested in further college at all.

Most of the respondents did not seek counseling prior to leaving the college, and approximately 65% indicated that counseling was not encouraged; however, for the few who were counseled (15%), nearly all of them rated it either helpful or very helpful. If these statistics are interpreted as indicating a need, the charge to Student Affairs would appear to be clear: counselors should become much more aggressive in advertising the kind of service they provide.

An interesting finding is that most of the respondents were working full-time during the fall semester and either were employed full-time or looking for a job during the winter semester. This would tend to support the view held by the college that most of the students-whether persisters or non-returning- are self-supporting. One implication here might be that potential non-returning freshmen might benefit more from vocational/career counseling than from the traditional psychological intervention offered which, by definition, may be inappropriate. In any event, the fact that a high percentage of the respondents either were dissatisfied with the vocational/career counseling offered or did not respond to the question at all would seem to indicate that a need exists.

This survey should suggest something of the complexity, both environmental and personal, surrounding attrition. Considering the former, this study included information on both the level of expectation (objective in attending college) and some measure of the intensity of the expectation. For example, expectation was an important variable because it helped to determine something of the psychological orientation the respondents brought with them to the college: pragmatic in approach to education; relatively positive in assessing college services; tendency to be dissatisfied with level of scholarship but highly motivated; and self-supporting. One would expect "commitment" to be directly related to attrition; unfortunately, the relationship was not confirmed by this survey.

In terms of type of institution, it is fairly clear that public institutions of higher education tend to have higher attrition rates than private institutions if only because much of the student selection

process takes place before entering private colleges, whereas the selection process within public institutions normally takes place after entrance (Astin 1972). One might expect a two-year college with an open admissions policy, such as Essex, to have a very high attrition rate. Considering the fact that the college has been especially concerned with responding to the needs of students whose prior elementary and secondary education may not have equipped them sufficiently to pursue higher education without special assistance, the 33.6% attrition rate for this year's freshman population is relatively conservative.

All things considered, the findings of this survey appear to contradict the stereotyped image of the non-returning freshman as being a student on the verge of failing all classes and experiencing a good deal of frustration. Likewise, the assumption that the non-returning freshman lacks goal commitment was not confirmed by this study. Instead, what did emerge was a tendency to express a definite and positive reason for attending the college; and even though they stopped for one semester, the respondents expressed a desire to continue their education in one form or another.

To what degree were you satisfied/dissatisfied with academic advisement?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	3	1.8	0	0	2	2.7	1	3.6	0	0
Dissatisfied	13	7.7	1	3.7	7	9.5	2	7.1	3	7.5
Satisfied	45	26.6	10	37.0	16	21.6	6	21.4	13	32.5
18 Very satisfied	17	10.1	3	11.1	9	12.2	1	3.6	4	10.0
No basis for opinion	60	35.5	12	44.4	28	37.8	8	28.6	12	30.0
No response	31	18.3	1	3.7	12	16.2	10	35.7	8	20.0
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with Learning Lab services?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	1	.6	0	0	1	1.4	0	0	0	0
Dissatisfied	3	1.8	1	3.7	2	2.7	0	0	0	0
Satisfied	29	17.2	7	25.9	7	9.5	5	17.9	10	25.0
19 Very satisfied	17	10.1	4	14.8	8	10.8	1	3.6	4	10.0
No basis for opinion	84	49.7	14	51.9	43	58.1	13	46.4	14	35.0
No response	35	20.7	1	3.7	13	17.6	9	32.1	12	30.0
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with classroom instruction?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	4	2.4	0	0	1	1.4	2	7.1	1	2.5
Dissatisfied	7	4.1	2	7.4	2	2.7	0	0	3	7.5
Satisfied	71	42.0	13	48.1	34	45.9	10	35.7	14	35.0
20 Very satisfied	47	27.8	9	33.3	20	27.0	6	21.4	12	30.0
No basis for opinion	12	7.1	2	7.4	6	8.1	2	7.1	2	5.0
No response	28	16.6	1	3.7	11	14.9	8	28.6	8	20.0
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with course offerings?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	3	1.8	0	0	2	2.7	0	0	1	2.5
Dissatisfied	22	13.0	10	37.0	7	9.5	1	3.6	4	10.0
Satisfied	63	37.3	8	29.6	31	41.9	10	35.7	14	35.0
21 Very satisfied	30	17.8	3	11.1	12	16.2	6	21.4	9	22.5
No basis for opinion	13	7.7	3	11.1	6	8.1	2	7.1	2	5.0
No response	38	22.5	3	11.1	16	21.6	9	32.1	10	25.0
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with individual assistance from instructors?

		Total		New				Returning			
				Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%
	Very dissatisfied	3	1.8	0	0	1	1.4	0	0	2	5.0
	Dissatisfied	11	6.5	0	0	6	8.1	1	3.6	4	10.0
	Satisfied	58	34.3	14	51.9	24	32.4	11	39.3	9	22.5
22	Very satisfied	40	23.7	7	25.9	18	24.3	5	17.9	10	25.0
	No basis for opinion	26	15.4	4	14.8	13	17.6	3	10.7	6	15.0
	No response	31	18.3	2	7.4	12	16.2	8	28.6	0	22.5
	Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with classroom facilities and equipment?

		Total		New				Returning			
				Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%
	Very dissatisfied	3	1.8	0	0	2	2.7	1	3.6	0	0
	Dissatisfied	7	4.1	2	7.4	1	1.4	3	10.7	1	2.5
	Satisfied	69	40.8	15	55.6	29	39.2	6	21.4	19	47.5
23	Very satisfied	33	19.5	4	14.8	15	20.3	6	21.4	8	20.0
	No basis for opinion	23	13.6	3	11.1	14	18.9	3	10.7	3	7.5
	No response	34	20.2	3	11.1	13	17.6	9	32.1	9	22.5
	Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with student facilities and equipment?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	5	3.0	1	3.7	3	4.1	1	3.6	0	0
Dissatisfied	9	5.3	4	14.8	2	2.7	3	10.7	0	0
Satisfied	56	33.2	8	29.6	24	32.4	7	25.0	17	42.5
24 Very satisfied	27	16.0	5	18.5	12	16.2	5	17.9	5	12.5
No basis for opinion	37	21.9	8	29.6	19	25.7	3	10.7	7	17.5
No response	35	20.7	1	3.7	14	18.9	9	32.1	11	27.5
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with learning resources and facilities?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	1	.6	0	.0	0	0	1	3.6	0	0
Dissatisfied	5	3.0	1	3.7	1	1.4	1	3.6	2	5.0
Satisfied	51	30.2	8	29.6	18	24.3	9	32.1	16	40.0
25 Very satisfied	28	16.6	5	17.5	14	18.9	4	14.3	5	12.5
No basis for opinion	52	30.8	12	44.4	27	36.5	5	17.9	8	20.0
No response	32	18.9	1	3.7	14	18.9	8	28.6	9	22.5
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with developmental course offerings?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	1	.6	0	0	1	1.4	0	0	0	0
Dissatisfied	12	7.1	2	7.4	5	6.8	3	10.7	2	5.0
Satisfied	44	26.0	10	37.0	21	28.4	2	7.1	11	27.5
26 Very satisfied	17	10.1	2	7.4	8	10.8	2	7.1	5	12.5
No basis for opinion	56	33.1	12	44.4	24	32.4	10	35.7	10	25.0
No response	39	23.1	1	3.7	15	20.3	11	39.3	12	20.0
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with geographic location?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	33	19.5	1	3.7	3	4.1	1	3.6	0	0
Dissatisfied	5	3.0	3	11.1	2	2.7	1	3.6	0	0
Satisfied	6	3.6	10	37.0	17	23.0	5	17.9	11	27.5
27 Very satisfied	43	25.4	5	18.5	16	21.6	9	32.1	9	22.5
No basis for opinion	39	23.1	7	25.9	22	29.7	4	14.3	10	25.0
No response	43	25.4	1	3.7	14	18.9	8	28.6	10	25.0
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with student orientation?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	34	20.1	0	0	1	1.4	1	3.6	0	0
Dissatisfied	2	1.2	1	3.7	3	4.1	2	7.1	4	10.0
Satisfied	10	5.9	13	48.1	16	21.6	3	10.7	12	30.0
28 Very satisfied	44	26.0	2	7.4	8	10.8	3	10.7	6	15.0
No basis for opinion	19	11.2	10	37.0	33	44.6	9	32.1	8	20.0
No response	60	35.5	1	3.7	13	17.6	10	35.7	10	25.0
Total	169	99.9	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with entrance testing program?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	5	3.0	0	0	4	5.4	1	3.6	0	0
Dissatisfied	5	3.0	1	3.7	3	4.1	0	0	1	2.5
Satisfied	45	26.6	9	33.3	17	23.0	6	21.4	13	32.5
29 Very satisfied	18	10.7	3	11.1	5	6.8	4	14.3	6	15.0
No basis for opinion	60	35.5	13	48.1	31	41.9	7	25.0	9	22.5
No response	36	21.3	1	3.7	14	18.9	10	35.7	11	27.5
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with personal counseling?

		Total		New				Returning			
				Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%
	Very dissatisfied	9	5.3	0	0	4	5.4	3	10.7	2	5.0
	Dissatisfied	8	4.7	3	11.1	2	2.7	1	3.6	2	5.0
	Satisfied	41	24.3	9	33.3	17	23.0	4	14.3	11	27.5
30	Very satisfied	15	8.9	1	3.7	7	9.5	4	14.3	3	7.5
	No basis for opinion	62	36.7	13	48.1	30	40.5	7	25.0	12	30.0
	No response	34	20.1	1	3.7	14	18.9	9	32.1	10	25.0
	Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with vocational career counseling?

		Total		New				Returning			
				Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%
	Very dissatisfied	36	21.3	0	0	2	2.7	3	10.7	3	7.5
	Dissatisfied	8	4.7	3	11.1	5	6.8	0	0	2	5.0
	Satisfied	10	5.9	8	29.6	11	14.9	2	7.1	8	20.0
31	Very satisfied	29	17.2	1	3.7	8	10.8	4	14.3	3	7.5
	No basis for opinion	16	9.5	14	51.9	34	45.9	9	32.1	13	32.5
	No response	70	41.4	1	3.7	14	18.9	10	35.7	11	72.5
	Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with admission procedure?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	19	11.2	5	18.5	6	8.1	3	10.7	5	25.0
Dissatisfied	20	11.8	2	7.4	6	8.1	6	21.4	6	15.0
Satisfied	54	32.0	12	44.4	25	33.8	5	17.9	12	30.0
32 Very satisfied	16	9.5	2	7.4	8	10.8	4	14.3	2	5.0
No basis for opinion	28	16.6	6	22.2	15	20.3	2	7.1	5	12.5
No response	32	18.9	0	0	14	18.9	8	28.6	10	25.0
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with registration procedure?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	23	13.6	2	7.4	9	12.2	5	17.9	7	17.5
Dissatisfied	26	15.4	3	11.1	13	17.6	5	17.9	5	12.5
Satisfied	59	34.9	16	59.3	23	31.1	5	17.9	15	37.5
33 Very satisfied	15	8.9	1	3.7	9	12.2	3	10.7	2	5.0
No basis for opinion	16	9.5	5	18.5	7	9.5	2	7.1	2	5.0
No response	30	17.8	0	0	13	17.6	8	28.6	9	22.5
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with level of motivation?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	2	1.2	0	0	2	2.7	0	0	0	0
Dissatisfied	17	10.1	7	25.9	3	4.1	4	14.3	3	7.5
Satisfied	57	33.7	11	40.7	22	29.7	10	35.7	14	35.0
34 Very satisfied	47	27.8	6	22.2	25	33.8	4	14.3	12	30.0
No basis for opinion	16	9.5	1	3.7	10	13.5	2	7.1	3	7.5
No response	30	17.8	2	7.4	12	16.2	8	28.6	8	20.0
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with level of persistence?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	2	1.2	0	0	2	2.7	0	0	0	0
Dissatisfied	16	9.5	8	29.6	2	2.7	4	14.3	2	5.0
Satisfied	55	32.5	9	33.3	22	29.7	9	32.1	15	37.5
35 Very satisfied	45	26.6	4	14.8	25	33.8	6	21.4	10	25.0
No basis for opinion	18	10.7	4	14.8	10	13.5	1	3.6	3	7.5
No response	33	19.5	2	7.4	13	17.6	8	28.6	10	25.0
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with level of awareness?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	3	1.8	2	7.4	1	1.4	0	0	0	0
Dissatisfied	8	4.7	1	3.7	3	4.1	3	10.7	1	2.5
Satisfied	70	41.4	16	59.3	28	37.8	8	28.6	18	45.0
36 Very satisfied	38	22.5	4	14.8	19	25.7	7	25.0	8	20.0
No basis for opinion	19	11.2	2	7.4	11	14.9	2	7.1	4	10.0
No response	31	18.3	2	7.4	12	16.2	8	28.6	9	22.5
Total	169	99.9	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with level of scholarship?

	Total		New				Returning			
			Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Very dissatisfied	3	1.8	3	11.1	0	0	0	0	0	0
Dissatisfied	26	15.4	5	18.5	7	9.5	8	28.6	6	15.0
Satisfied	45	26.6	8	29.6	20	27.0	7	25.0	10	25.0
37 Very satisfied	26	15.4	2	7.4	12	16.2	4	14.3	8	20.0
No basis for opinion	35	20.7	8	29.6	20	27.0	1	3.6	6	15.0
No response	34	20.1	1	3.7	15	20.3	8	28.6	10	25.0
Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with ability to set priorities?

		Total		New				Returning			
				Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%
	Very dissatisfied	4	2.4	2	7.4	2	2.7	0	0	0	0
	Dissatisfied	16	9.5	5	18.5	2	2.7	6	21.4	3	7.5
	Satisfied	69	40.8	10	37.0	32	43.2	10	35.7	17	42.5
38	Very satisfied	21	12.4	2	7.4	12	16.2	1	3.6	6	15.0
	No basis for opinion	26	15.4	6	22.2	12	16.2	4	14.3	4	10.0
	No response	33	19.5	2	7.4	14	18.9	7	25.0	10	25.0
	Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with ability to study?

		Total		New				Returning			
				Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%
	Very dissatisfied	7	4.1	0	0	3	4.1	3	10.7	1	2.5
	Dissatisfied	20	11.8	7	25.9	7	9.5	5	17.9	1	2.5
	Satisfied	67	39.6	14	51.9	30	40.5	4	14.3	19	47.5
39	Very satisfied	34	20.1	5	18.5	14	18.9	6	21.4	9	22.5
	No basis for opinion	10	5.9	1	3.7	6	8.1	2	7.1	1	2.5
	No response	31	18.3	0	0	14	18.9	8	28.6	9	22.5
	Total	169	99.8	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with ability to meet college deadlines?

		Total		New				Returning			
				Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%
	Very dissatisfied	4	2.4	0	0	2	2.7	2	7.1	0	0
	Dissatisfied	20	11.8	6	22.2	7	9.5	5	17.9	2	5.0
	Satisfied	67	39.6	13	48.1	26	35.1	7	25.0	21	52.5
40	Very satisfied	36	21.3	5	18.5	18	24.3	4	14.3	9	22.5
	No basis for opinion	13	7.7	2	7.4	9	12.2	2	7.1	0	0
	No response	29	17.2	1	3.7	12	16.2	8	28.6	8	20.0
	Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

To what degree were you satisfied/dissatisfied with ability to use time wisely?

		Total		New				Returning			
				Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%
	Very dissatisfied	5	3.0	0	0	1	1.4	4	14.3	0	0
	Dissatisfied	22	13.0	8	29.6	7	9.5	2	7.1	5	12.5
	Satisfied	60	35.5	12	44.4	28	37.8	5	17.9	15	37.5
41	Very satisfied	43	25.4	5	18.5	19	25.7	7	25.0	12	30.0
	No basis for opinion	10	5.9	1	3.7	7	9.5	2	7.1	0	0
	No response	29	17.2	1	3.7	12	16.2	8	28.6	8	20.0
	Total	169	100.0	27	100.0	74	100.0	28	100.0	40	100.0

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